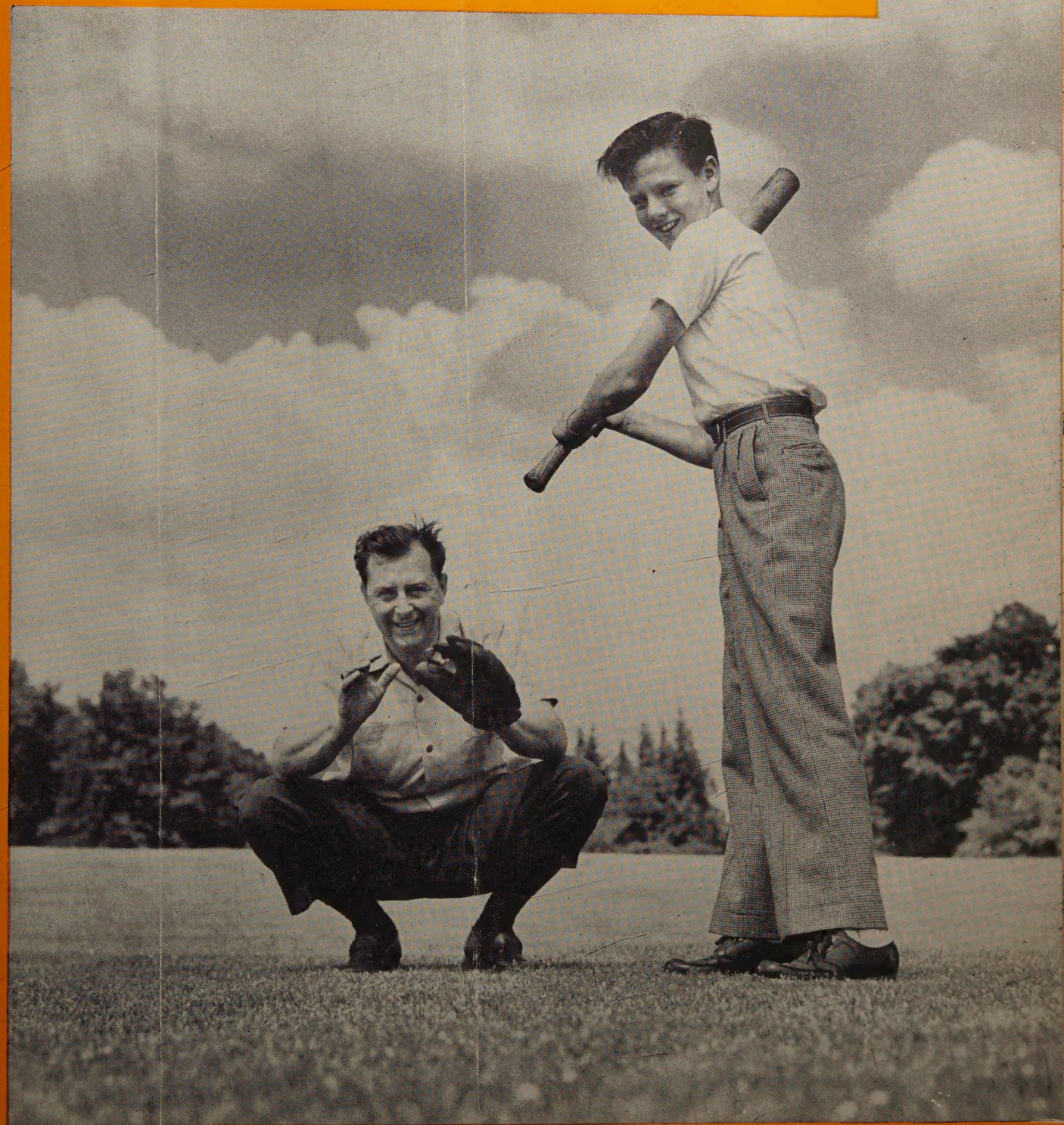


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The *Magazine for the Christian Home*

# Hearthstone



- **A Letter to Father – Jean Louise Walker**
- **The Man Who Carved a Mountain – Ward S. Miller**

June, 1954 • 25c



# The Magazine for the Christian Home

# Hearthstone

E. LEE NEAL, *Editor*

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## What Is So Rare

"As a day in June?" asks the poet. One answer might be—a day without some special emphasis or observance. This month has a number of such emphases. Tick them off on your fingers with me: *Pentecost*, the birthday of the church; *Children's Day*, for remembering the children of the world; *Flag Day*, honoring our nation's flag; *Father's Day*, when Dad has his innings; *Achievement Sunday*, when many churches evaluate their year's work; *Wedding Day*, for many thousands of young couples; *Longest Day* of the year.

There are probably any number of special weeks being observed to boost various products of farm and industry. We could not deal with all of these in *Hearthstone* but you will find some of them lifted up in these pages.

● **What's Here . . .** A tribute to her father by Louise Jean Walker reminds us all of a similar debt we owe. Doris Demaree's little poems written to go with four pictures of "father at work" will tickle you. What makes a man want to "carve a mountain" will interest you. The last article of two different series comes this month. Idris and Betty Jones wind up their series of twelve study articles with "How Does Your Christian Home Grow?" James Hymes concludes his series on understanding your children with this note, "That Feeling of Importance." Though not many parents will have to face the tragic problem of drugs with their adolescents all will find Vera Channels' article on this issue helpful. All of us are concerned about insurance of one sort or another so Fred Biederstedt's helpful advice on it will meet some of your needs.

Our cover picture points up the fine relationship between father and son which should exist between all of them. Find yourself a comfortable chair and enjoy yourself, with the June *Hearthstone*!

● **What's Coming . . .** July with its usually warmer weather may make reading a little less attractive, but we think your copy of *Hearthstone* for that month will help you forget the heat. Lewellyn Cowan will take you camping with her family. Esther Payler will point out some interesting ways to take "Short and Sweet Vacations." We have a baseball story for you in "Vincent and the Science of Baseball." A fascinating glimpse into the childhood home of John D. Rockefeller continues this series. And all the usual help for parents of children and young people will be yours for the reading. Don't miss it, or let your friends miss it!



A  
Word  
from  
The Word



—Painting by Peter Paul Rubens  
(Flemish School: 1577-1640)

Matthew

As Jesus passed on from there, he saw a man called Matthew sitting at the tax office; and he said to him, "Follow me." And he rose and followed him.

And as he sat at table in the house, behold, many tax collectors and sinners came and sat down with Jesus and his disciples. And when the Pharisees saw this, they said to his disciples, "Why does your master eat with tax collectors and sinners?" But when he heard it, he said, "Those who are well have no need of a physician, but those who are sick. Go and learn what this means, 'I desire mercy, and not sacrifice.' For I came not to call the righteous, but sinners."

—MATTHEW 9:9-13



# A Letter to Father

By Louise Jean Walker

Father's Day  
June 20, 1954

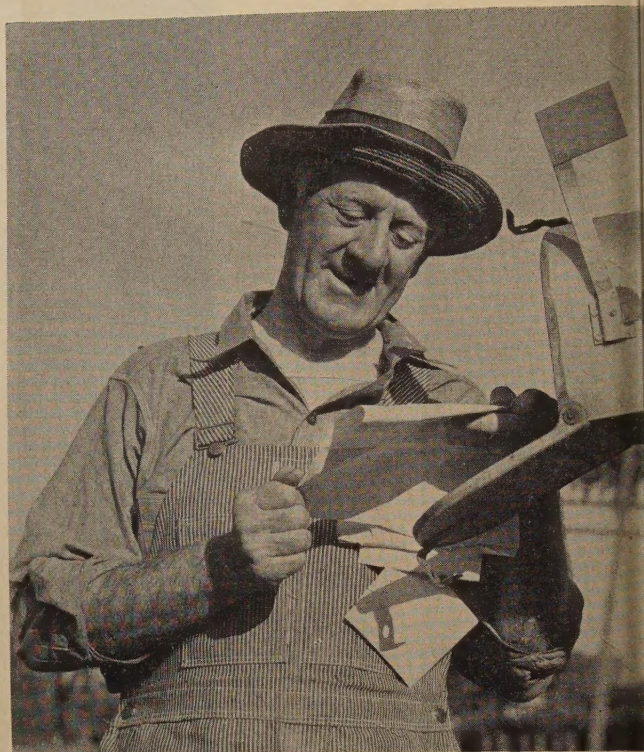
Dear Father,

On Sunday, June the twentieth, throughout the United States we shall be celebrating Father's Day. Already the shops on every hand are displaying "gifts for dad." Something inside me resents the commercialization of this occasion. Even if I were a millionaire, I could not buy a gift for you that would adequately show my love and devotion. For that purpose, all material things seem cheap and unsuitable. I shall try to tell you why you mean so very much to me.

Of course, when I was a child, you gave me a feeling of security. I could always depend upon your and Mother's love. When I was ill, you were always at my side. When something nice happened to me, it was fun to tell you about it for I was sure of an appreciative ear.

However, my greatest thanks to you are not for caring for my physical needs and satisfying my childhood wishes for dolls, bicycles, and the like, though in these respects you were self-sacrificing and indulgent. How often you sacrificed your personal privileges and pleasures in hopes that your children could have things a little finer and a little easier than you had! Maybe that was a mistake. The things that I have in mind that provoke my sincerest gratitude are of another order. They cannot be held in the hand.

First, I want to thank you for taking time from your busy life to play with me. Those evenings in front of



—Harold M. Lambert

the fire when you and Mother played games with us or read from Louisa May Alcott, Lewis Carroll, Rudyard Kipling, Charles Dickens, and Robert L. Stevenson are priceless memories. How proud I was when the family listened to me read the story from the "Youth's Companion" which you had previously assigned for me to study. I first became acquainted with the dictionary through that preparation. You can never realize how much pleasure those family nutting parties, after a severe frost, meant to us. We had lots of time for confidences as we rode those twenty miles in the buggy behind Daisy. I cannot conceive of a real nutting party without a horse and buggy. During those rides, you passed on to us the wealth of experience and wisdom you collected by hard knocks. At other times, how proud I was when we walked along the shore of



the lake under a star-studded sky, my hand tightly clasped in yours! After I grew a bit older, how much fun it was to ride our bicycles down a country road together.

Circus days were red letter ones which began at four in the morning when we watched the circus hands unload and make ready for the day's parade and performance and ended with our attendance at the entertainment under the big tent. Do you remember when we dug the weeds and the knee-high plantain from that vacant lot so that we could have a tennis court? The work got a bit irksome sometimes, but I'm glad that weed killers weren't on the market for we had a lot of fun working together. Then there were those evenings when we gathered around the piano to sing and play or seated ourselves beside the victrola to listen to Anna Case's or John Charles Thomas' records while we munched on popcorn, Northern Spies, and Baldwins. I couldn't forget those gala occasions when, dressed in our best clothes, we went to concerts to see and hear a great Metropolitan star or to listen to a fine symphony orchestra.

Furthermore, I am grateful that you knew right from wrong, where you were going and where it would lead. You taught me by precept and example to love goodness, integrity, truth, unselfishness, fairness and honesty. You taught me to question my own honesty and to evaluate my own motives. You helped me to recognize sterling values with or without the trappings. You awakened in me an appreciation for and a love of the beautiful. You prepared me to realize that life is not all sweet and helped me to meet the bitter courageously. Your stability has been my guiding light. You told me of eternal values. You made God and

his word real to me. You taught me that he is my heavenly Father and that he listens to my prayers. You impressed upon me that I had the power of choice and that no one could force me into wrongdoing.

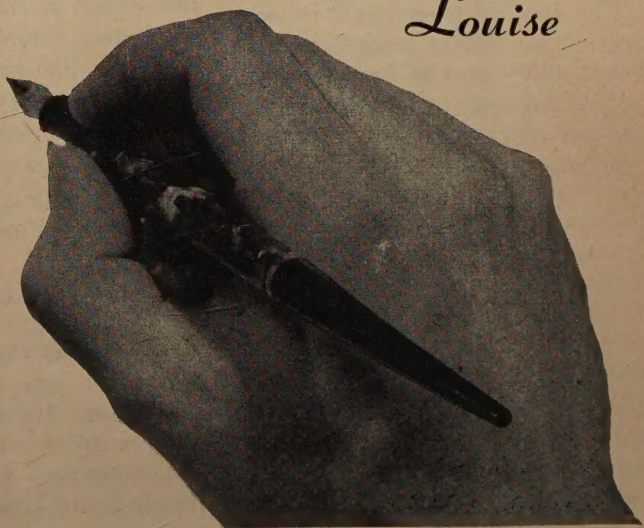
How indebted I feel to you for your never failing interest in my education. You not only taught me how to play but also how to work. Through your persistence and encouragement I learned the satisfaction that comes from doing a task promptly, pleasantly, and well.

Then too, you have never been too busy to let me know that you cared for me. The daily expression of your love; the caress, the pat on the shoulder, the little surprises, the birthday letters, and the words of praise have meant more than even you can realize. Your pleasure in any small success that has come to me has been so genuine and heart warming that it has made me dissatisfied with any effort less than my best.

These inestimable blessings you have given me, Father, and for them I wish to thank you on this Father's Day. That is why this letter is a special one.

Your daughter,

*Louise*





# THE VACATION

**A Story by Lowell W. Raymond**

ILLUSTRATION BY HARRY L. TIMMINS

**J**IM HAD BEEN worrying all night about what the lawyer said on the phone yesterday afternoon. The attorney's scheme afforded the only chance for Jim, Helen, and little Joe to take the vacation they had planned for three years and postponed twice for lack of funds. He wondered whether any family had ever wanted a vacation as much as his did this year.

Every evening for three months they had discussed it, and he and seven-year-old Joe had got out the maps and talked about the good places to catch bass and pike. That is, every night up to two nights ago when he had told them about his automobile accident and the fact that it would cost \$225 to get the car fixed at the place where he worked as a mechanic—even with a 25 per cent discount. Little Joe had cried himself to sleep for the last two nights; and he and Helen hadn't found much to talk about. Then yesterday the lawyer had suggested a way by which they could still take the vacation.

But Jim had been afraid to mention it to Helen yesterday. He would admit that at first the proposition did look rather funny, and he knew she would condemn it as dishonest without giving it a second thought. *If only she weren't so impetuous!* he mused as he took the last stroke with his razor and reached for a towel. *Especially about matters of honesty,* he concluded. Then he looked at his watch. He believed in honesty, too. Emphatically! But there were some things about honesty concerning which there could be a reasonable difference of opinion.

Suddenly he realized that he had only twenty-five minutes to eat breakfast and catch his bus—and to tell Helen about the lawyer's scheme. He had to do that now because he had to give his decision before noon. And this was the kind of decision he didn't want to make without Helen's help and approval.

"Are you sick, darling?" Helen called from the foot of the stairs.

"Why, no, honey. Why?" he asked.

"I haven't heard you whistle while you shaved this morning, and you didn't look well last night."

"Too much reducing makes you imagine things, honey. I'll be right down," he added, dreading the next few minutes.

As soon as they were seated at the table, little Joe hurriedly asked the blessing and attacked his corn flakes. Helen and Jim kissed as usual and Jim looked nervously for a convenient opening. Presently and characteristically he decided just to tell the blunt facts.

"Helen, there's one chance for us to take the vacation."

Joe dropped his spoon and looked up. "Really, Daddy?"

"You didn't just find out about it this morning, darling," Helen said. "Why didn't you mention it last night?"

"I was afraid to, and I wanted to think about it first. It's like this: Bowers—he's the fellow in the other car—had his lawyer phone me. He says they'll admit Bowers drove into the street without stopping. Of course, several people heard Bowers admit that at

the time of the accident. And he says he would like to see me get the \$225 that it will cost me to fix my car. And this is his plan. He says I probably don't know for sure how fast I was driving and that the Boy Scouts in the back seat don't, either; that possibly I was doing over forty without knowing it; so if I will sign an affidavit that I'm not sure I wasn't doing forty, Bowers can easily collect from the insurance company for his wife's injuries and he will pay my car repairs." Jim paused but didn't take his eyes from Helen who was listening with her head tilted.

"But you know you weren't doing forty, Jim! You said so last night. There wasn't any doubt in your mind then."

"Now, don't go off half cocked honey," he cautioned slowly. "You know how a person is right after an automobile accident. He's inclined to make his side look as good as he can. Now isn't that so?"

"Do you think they'd offer to pay for fixing your car if they believed you were really doing forty?" she asked triumphantly.

"You forget that believing a thing and being able to prove it in court are two different things."

"I'm not forgetting that we're Christians, Jim."

The cold formality of her words struck him as if she had called him "Mr."

"I'm not, either; but the Bible says, 'Judge not that ye be not judged.' Anyone who ever drove a car will tell you that he sometimes finds he is driving much faster than he thought he was. I can truthfully say I don't know exactly how fast I was going."

"But you and the Boy Scouts were very sure two nights ago that you weren't going over thirty. And you told the insurance man





Jim whirled. "If you think you can prove I was driving forty, why don't you sue?"

What. What would they think of their scoutmaster and church school superintendent if he should now say what the lawyer wants you to say? And if they should find out why you changed your story?"

"Maybe they would understand. But, anyway, why should they find out? It's none of their business!"

"But it is some of our business, darling, Joe's and mine. We love you."

"And do you think I'm trying to get the vacation just for me?"

"I know you're thinking of us, dear. But this vacation isn't the most important thing in the world."

"It is, too, Mommy! It is, too!" Little Joe cried out emphatically.

Jim put his hand on Joe's head.

"Let Mommy and Daddy decide this, Joe."

Then turning to Helen he said quietly but firmly, "I'm not hungry. I'm going to run along. I think we're entitled to a vacation. And I will not promise not to sign the affidavit. I've got to think about it some more."

"But I'll promise," Helen said hurriedly, "not to go on a vacation—if you get the money dishonestly! And you know I keep my promises."

As Jim jerked back his chair he saw tears in Joe's eyes; but he paused only long enough to pat the boy's head again and say, "So long, fellow." Then he strode out to the front hall.

A moment later Helen jumped up and cried, "Wait, darling."

But the front door slammed ominously as he left.

And the slam reverberated painfully in Jim's mind all the way downtown. He had never left for work before without kissing Helen and little Joe. He would have passed two neighbors on his street without speaking if they hadn't called to him first. And on the bus he couldn't get interested in the morning paper, and he didn't recognize one of his church school teachers until he was getting off.

As soon as he got off the bus he stopped at a hamburger place and had some coffee and tried to think. After his third cup he hurried to work but stopped long enough to examine a fly rod in a store window—the rod he had been planning to get for Helen the day before leaving for their vacation.

At work he was glad for the first time that Mr. Morgan hadn't hired a new head mechanic. This way maybe no one would notice that he couldn't concentrate today. Despite his years of training in auto mechanics, he worked for two hours on a transmission job that he should have done in an hour. His thoughts commuted between Helen and the lawyer, and between fishing with Joe and Helen's saying she wouldn't go on the vacation. But, he kept telling himself, *I've got to decide on the basis of what is right. Maybe Helen's wrong this time. And maybe I'm too eager for the vacation. I've got to be sure.* And he kept looking at his watch.

At ten-thirty the natty Hank Morgan called him and motioned him to the office.

Inside, Morgan introduced him to the lawyer who had called yesterday, a fat, squat man named Sharp who was toying with a Phi Beta Kappa key that dangled from his watch chain.

"Mr. True," Sharp said, "if it's all the same to you, I'd like to have Mr. Morgan present. I've heard a lot about his good judgment. He's your employer and likes you and is fixing your car. Maybe he can be helpful. I've told him about the proposition I made to you. And he said he'd like to sit in."

"I'd like to have him here," Jim



# PRAYER OF A HOMEMAKER

## At Commencement

*Dear Heavenly Father:*

It is the time of beginning for so many. Just yesterday they were: the little child who left garden and kitten to enter school next fall; the proud grammar school lad who rode his bicycle to a new school; sweet girl graduates and clean-cut lads leaving home for college.

Now on university campuses sedate young men and women in caps and gowns walk in academic procession with beloved professors while proud parents and friends watch and remember.

The joys of commencement remind us of those who made their sacrifices with love that we might be taught the Christian way. Hear our thanks for their influence, and keep us alert to our responsibility to share our knowledge constructively with others.

So grant us daily to walk eagerly with thee that learning may be a never ending process unto eternity.

*Amen.*

RUTH C. IKERMAN

said, because he had always heard that Morgan was square. "But I'd like to ask you a few questions."

"Shoot."

"Well, in the first place, why shouldn't your client pay for the repairs on my car, since he admits he drove out of the side street without stopping?"

"You see, Mr. True, he says it wouldn't have happened if you hadn't been going over forty. If you were doing over forty—or even less—you were guilty of contributory negligence. That would make your insurance company liable for injuries to his wife. He isn't trying to make the insurance company pay for damage to his car."

"I don't believe he thinks I was doing forty."

"He says so and he has two witnesses who say so. They were looking through a door across the street."

Jim walked over to a window and looked out for a moment. He didn't want to lose his temper. "I don't think there were any witnesses besides the Boy Scouts in my car and his wife in his," Jim said

finally, without turning round.

"You could be mistaken about that. New witnesses are often found after an accident."

Jim whirled. "If you and he think you can prove I was doing forty why don't you sue and keep everything you get instead of making a deal with me?"

Sharp laughed unpleasantly. "A lawsuit," he said, "takes time and money and always involves an element of chance. We'd rather settle without one. Probably we can whether you sign an affidavit or not because the insurance company doesn't want a lawsuit, either. But I know we can if you sign the affidavit. And for that courtesy we're willing to pay for your car repairs."

"In other words, if I'll sign a lie you'll pay for my car."

"Mr. True, the fact is that no one in your car knows just how fast you were going. I don't know just how fast I was going when I drove downtown this morning."

"But," Jim said impatiently, "your probably know you weren't doing sixty."

"I wouldn't be sure that I

wasn't doing forty." Sharp looked at his watch and made other motions evidently intended to indicate that he was in a hurry. "Well what's your answer, True? I've got an appointment in ten minutes."

"I'm thinking of suing your client," Jim said, bluffing.

"He hasn't any insurance on any property. And you couldn't collect if you got a judgment which you couldn't get."

"I don't believe I'd take your word for that, Mr. Sharp."

As Sharp picked up his brief case, Jim struggled with a sudden panic. Instinctively, he knew he had to stop bluffing and make his decision now. If he signed, their vacation was assured—and the insurance company had plenty of money. And Helen. Would she really refuse to go? Would she lose respect for him? But most important, would it be honest? That was the real question.

"If you'll sign the affidavit now I'll see that you get an extra \$50 above your car repairs. You can use that on the vacation you told me about. I inferred from what you said that the vacation meant a great deal to you."

"A very great deal," Jim said, looking out the window again.

"And that you can't take it if you have to pay for the car?"

"That's right."

"What's your advice, Mr. Morgan?" Sharp said, turning expectantly to the garage owner.

"I had intended to offer advice," Morgan said, "but for personal reasons I have decided not to. Jim will have to make the decision himself."

For a second, Jim was back at the breakfast table hearing Helen say she wouldn't go on a vacation "if you get the money dishonestly." And Sharp's manner. Well, Jim just didn't like it. The offer of an extra \$50 smacked of bribery. But then he remembered little Joe's crying himself to sleep, and the possibility that he was driving faster than he believed he was.

(Continued on page 26.)





Mount Rushmore Memorial

Corson, from A. Devaney, Inc.

# The Man Who Carved a Mountain

By Ward S. Miller

**L**IKE HAMLET, he was a Dane, or partly so. When as a middle-aged and already famous sculptor he went back to Denmark with his wife and family, he amazed everyone by speaking very intelligibly the quaint old Danish speech of one hundred years before. He had learned it at his mother's knee before he was five years old, in the same way she herself had learned it from her mother.

Even though Ida Michelson Borglum, the boy's mother, died when he was five, his knowledge of Danish gives startling evidence that he must have received much, much more from her than her native language. He remembered her as gifted and beautiful, but his mature life was too filled with too many things for him to remember to record very much of his debt to her. It is unfortunate that neither children nor their parents can give a really scientific account of the years that educators consider the most impressionable and the most formative. Parents could be forever grateful.

Father Borglum was a learned man who had added medical training to his Latin and Greek before coming to this country just after 1860 at the age of 23. He brought his bride, and the trip was their honeymoon. Like so many of the most vigorous of Amer-

***Sincerity, individuality, and reverence were for him the three elements essential to the production of great art. They were a product of his own home life.***

ica's adopted children, they went west in a prairie train, starting from Nebraska City on the west bank of the Missouri River. The train consisted of 126 wagons and over four hundred people headed for Oregon.

The Borglums dropped out near Bear Lake in Idaho, however, and there they literally dug in. Their first home was partly below ground level and the rest was sod, for a while. The Civil War was raging, and it was about the time of the Emancipation Proclamation, but they were two thousand miles beyond it.

One of the boy's greatest assets was the health and energy of the sturdy stock from which he came. Genius is more likely to have such foundations than not, especially the kind of genius that is marked by a compelling desire to work along a given line. An anecdote of his later visit to Denmark illustrates the kind of forebears from which he came. The King of



Denmark smiled mysteriously as he decorated Borglum with the Order of the Knights of Danenborg. "Interesting," he said, "to think that your people killed one of our kings."

"I had heard of some disturbance in the old days at Borglum Kloster," Borglum said. "There was violence. . . ."

"That was it. The king was seized. They took him to a prison and a week later they hanged him. But you, of course, hadn't much to do with that."

"No," admitted Borglum, "I hadn't. I don't know what to say."

The king smiled again. "I'll forgive you," he said. "You know, Borglum, your people, the Jutlanders, may be said to have saved Denmark. They were the only ones the Swedes could not defeat."

In praising the "American Vigor" of Borglum's work, the King was lauding one of the most Scandinavian of Scandinavian qualities. It is not surprising that the man whose career culminated in feats of mountain carving scarcely attempted before should have come from such a background.

The companionship of father and son during the 1870's in Idaho, Nebraska, and finally California, is another factor as difficult to evaluate as the mother's part in making the future sculptor what he became. When not in school, Gutzon spent long hours traveling about with his father on the latter's calls, which frequently consumed more time on the road than at a patient's bedside. With his mother gone, he was closer to his father for several years than he would perhaps otherwise have been, and his father tried to make up for the lack of a mother.

Dr. James Borglum was a kindly, philosophical man who made warm friends on the wagon trip and in the localities where he settled. Silences are as important as talk in the communion of two human beings, and Gutzon remembered the silences as much as he did the conversation and the serenity which marked the intimate association of father and son. One quality he must have acquired from his parents was his honesty, so deep and dynamic that he "got genuinely angry only at people he suspected of being dishonest."

No one can measure the influence on Borglum of frontier life—which attracts and preserves only the vigorous. Its exhilarating simplicity and the "oxygenousness" of its atmosphere could hardly fail to be as stimulating to a genius as it was deadening artistically to thousands who lacked the divine fire which we call genius. The Nebraska part of his childhood made an impression so deep and so vital that Gutzon went back some years later for a fresh breath of it, only to discover that the persons and scenes which had so electrified his childhood were largely gone or forgotten. The life of the mind and spirit has no abiding kinship with the exterior world, any more than the spirit does with the body.



The sculptor at work

Still, the relative solitude of the western life was a fine wide nesting place for the youth of a genius. Tall trees, once planted, need time and space to grow; and science knows that the very food produced from fallow, unexhausted soil imparts a vitality not obtainable in long-settled localities. It took forty years of solitude to prepare Moses for his great work, John the Baptist lived a frontier existence, and many scholars believe Paul spent three years of solitude in Arabia integrating nearly twenty years of formal schooling into his new Christian framework.

Gutzon Borglum traced the beginning of his interest in art to an outlaw whose arm had been torn up by a shotgun charge. Accompanying his father, who was called to treat the man, he became acquainted with and later visited him several times in prison before the man was killed trying to escape.

The outlaw could draw well. Gutzon brought him red and blue pencils and watched him draw flags and American eagles. "I shall always feel that he had a great deal to do with awakening my interest in drawing and developing my ability in that direction, although I really had no idea of becoming an artist until I was fifteen," he later wrote.

Religion had a conspicuous part in Borglum's formal education, reflecting his father's sense of values, no doubt. His father was a deeply religious man, who had studied the Sanskrit Vedas and the doctrine of Mormon, and who once served as presi-

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ent of the Theosophical Society of Nebraska. He sent Gutzon to St. Mary's, a Jesuit college in Kansas, not too far from Fremont, Nebraska, where Dr. Borglum was by that time living.

As he had done before, the boy decorated his books with sketches, maps and caricatures of his teachers. It was thus, apparently, that his teachers at St. Mary's discovered his talents. They put him to work drawing saints and angels. It was an activity that pointed prophetically toward the hundred statues he would someday carve for the Cathedral of St. John the Divine in New York City. At the time, however, he had little taste for saints and angels.

His love of beauty in the artistic sense did not originate at St. Mary's, but it emerged there. One of his schoolmates by the name of Murphy did much to set his genius in motion by enthusiastic conversation about the great masters and by obtaining books on art for the future mountain carver to read. At St. Mary's too, Gutzon learned to protect himself with his fists, and he always considered this skill one of his major assets.

Soon after he finished the course, which was the equivalent of high school, his father moved to California. It was in Los Angeles that Gutzon became first a lithographer's apprentice and a little later, for more money, assistant to a frescoe painter. He still knew little about painting, and he was on his own from this point, but he was eager to learn, and he made the most of his opportunities.

He made friends, he took lessons in painting, he went to work with an artist in San Francisco for a while, and he was scarcely twenty when in 1889 he married a painter twice his age, Mrs. Elizabeth Putnam. The next year he left California, with forty unsold paintings and a determination to study abroad. He had made a fair amount of money. He had won prizes, too, and his portrait of General Fremont proved to be one of the most important of his youth.



He had not yet gone through the metamorphosis which was to make him pre-eminent as a sculptor, however, and his education was far from complete.

"The artist should approach nature with great reverence." This was one of his most abiding convictions. Who can say whether it arose from his mother's piety, his father's metaphysical perception, his schooling at St. Mary's, or his own instinctive awareness of the wonders of nature and of life? It is entirely possible that all four factors conspired to produce such an attitude, or even that he would have had it if he had been born in Africa.

No doubt it was the depth of his own reverence rather than the depravity of America that caused him to write for a magazine in 1908: "Of reverence, I doubt if there is enough in all the United States to build one great temple. I doubt if there are men enough in all this land with unselfishness enough and love enough to build one great and beautiful shrine for commerce or industry, for liberty or art, for religion—from the bottom up, perfectly good, like an altar upon which the most sacred thing in our lives shall be offered to all the rest who follow." The fact that his second wife, Mary Williams Montgomery, was the daughter of missionaries is perhaps significant in this connection. Two of his closer friends in New York later on were Charles Rann Kennedy and the man who first staged *The Servant in the House*.

Sincerity, individuality, and reverence were for him the three elements essential to the production of great art. Clearly, like Milton, he believed that in order to write a great poem one must first live one. His figure of Robert E. Lee on Stone Mountain in Georgia and his Mount Rushmore figures of Washington, Jefferson, Lincoln, and Theodore Roosevelt are as timeless and imperishable in their way as *Paradise Lost*. On the other hand, his strenuous exertions for good government, culminating in his much-publicized aircraft investigation, well illustrate his concept of heroic citizenship. A billion dollars spent on aircraft during the first World War had failed to produce a single American-made combat plane; he undertook to find out why. Ten years later his martyred anger had scarcely cooled.

Was his sincerity as much a product of his home as his reverence? One can scarcely doubt that it was, together with the urge to cultivate it. His versatile individuality, expressed in all the practical innovations of his mountain-carving adventures as much as in his art itself, is surely a tribute to heredity, home, and the inventiveness which frontier life demands. His parents must have had a larger part in Stone Mountain and Mount Rushmore than even his father ever realized.

Borglum and his son Lincoln in hoist provide perspective for size of gigantic heads.



# That feeling of importance:

# I CAN DO

By James L. Hymes, Jr.

*This is the last of a series of five articles by Dr. Hymes. They are reprinted from a pamphlet entitled, A Healthy Personality for Your Child, published by the Children's Bureau, the Department of Health, Education, and Welfare, Social Security Administration, Washington, D. C. Because of their importance to all parents, Hearthstone has obtained permission to reprint the entire series.*

**W**HEN HE HAS COME along far enough, you will see a new concern appearing. It flowers out of the old, like the blossom from the bud.

This new concern is just what you would expect: a real sense of industry. Now the wheels are humming. You begin to see the busyness of the bee; a doing in real life now of This Person and These Ideas that he has been trying out in play. Because he wants it for himself, your child will grow into the search for that sense of importance, the good feeling a child gets when he knows: I can do.

Your youngster is now about six. A long span of school years lies ahead of him. These years count. They are important in themselves. If your child's early years of life have been good ones, it will be hard for him to miss in these years that now lie ahead.

These are the years when it matters so much to youngsters to get good at something. They want to have the wonderful sense inside of them that they are skilled; that they can produce; that they are able.

You have seen this best in children on the street. You have watched them working hard to get good at riding a bike or roller skating or playing with a yo-yo or with jacks, at throwing a ball, or shooting a gun. Their effort tells you, plain as words, how much it means to this age to succeed.

This is most of all a school age, however. School can be a wonderful place to learn these fine feelings of accomplishment. When a child really discovers how to read, how to add, to spell, to write, he gets a sense that he is somebody. These are good skills and youngsters want them.

This concern with real skills does not blossom overnight, of course. And some youngsters are trapped because it does not. Children have to be ready to be able to get the school skills. Not all youngsters have done the growing by the time they are six that these skills call for—not even all smart children and certainly not all normal children.

This inside-of-the-child growth is not something a youngster can control. It means growth of muscles

and organs and of the nervous system. No boy or girl can wish or work or worry them into faster growing.

If your child happens to be a fast-grower, he is lucky. But if a youngster can't keep up the pace, life now can be hard on him. It is really tough if a school expects a child to be ready and won't pass him when he is not. The school not only picks on him for something that is not his fault. It also robs him of accomplishment at the very time when that means so much to a child. It is a bad feeling to start this whole span of your life with the sense that you are not good at things.

If your child is having trouble at the start of school, don't blame him. Buck him up. Do other things with him where he can succeed. It is hard enough on youngsters inside when they have not yet found themselves. Worry and nagging and punishments and failure everywhere make life that much harder.

They can weaken a child's resolve to keep working to get good at things. They don't strengthen it. They can force a youngster into attack or retreat, instead of fitting in with all the rest of us.

Slow-growing children face this danger. We have to shield them from it. But even fast-growing youngsters run a risk, depending on the home and neighborhood they come from.





It is easier for a child to fall into the school skills if his home is a reading home where people have their noses buried in a book. It is easier if his home is one where people talk a lot and speak carefully, because reading is based so much on hearing good speech. It is easier if he has traveled a little—around the town and over the top of the hill.

Still other youngsters can have two strikes against them. The child who has a hearing loss or the one who has some difficulty seeing will find the going rough. Children who have not played much with others or youngsters who have had an upsetting life before school may also run into difficulties. Children who feel they are different from other youngsters, whose skin is a different color or whose names are hard to pronounce are at a disadvantage, too.

Good schools try to take all of this into account. They try to make their program a big broad one where every child can succeed, no matter what he is like and no matter what his background. Youngsters who are ready to learn to read, read. But good schools do not hold children back because they can't read. They find out what each child is ready for. It may be better language or work with tools or how to live with other children. But each child learns something and each succeeds and each goes right on growing.

#### **BUT HOLD ON NOW . . .**

You want this kind of a school for your child, a school that likes him and that takes him as he is. You want a school for him that will let him know without any doubt: I am good and I can do.

But what about *all* children?

There is a child right now—not your own—who is not getting a solid feeling of accomplishment. Maybe his classroom has too many children in it. Maybe his teacher is not paid enough or did not have enough training. Maybe she believes too much in failure. This is not your child but he is in your youngster's generation.

He may move and live next to your youngster. He may work beside him in the years to come. He



will vote with your child in the same elections. For better or worse, he is in your youngster's world.

But this child—it makes no difference where he lives now—is not becoming a sturdy youngster. He is turning his back on work and on standards and on what people expect. This child—somewhere—is selling himself on the idea that he is no good anyhow. So he lives up to that idea.

Each one of us thinks first of our own children. We each want the best for our youngsters. That is natural enough. But our child will not grow up to live in a world all alone. His safety, his welfare, his happiness depend in large part on the well-being of all of the other children who are growing up to be his fellow-citizens.

Somehow, to be good parents, we have to want and to work for the best for our children. But we have to want and to work for the best for all children everywhere, too. Decency demands this. But we must for the sake of our own children, too.

This means that we all have a special stake in good schools for all youngsters but we also have to be concerned about good homes, good clubs, good camps, good groups, good streets, good neighborhoods . . . for our children and for all boys and girls. If a child is pushed out completely, if his home or neighborhood or school is so empty that there is nothing the youngster feels he can do (one child put it: "I haven't anything to be proud of"), then difficulties may set in.

A youngster may turn his back on the laws of the family or town that have let him down. He may withdraw into himself.

The child must believe in himself. There is no getting away from that. If he cannot do it in a good way, he will do it in a bad way. But do it he must. And your child has to grow up in the world with him.

It is not only with this age that we must feel a wide concern, nor is it with schools alone. Some youngsters live in housing and under conditions of poverty, in families full of strain. It is hard for such children to build a full sense of trust. Some youngsters have a skin color or a religious belief or a name or live in a neighborhood, or have family customs that make it hard for them to get the full decent feeling of I—I—I and to feel free to say out their ideas. These children will rub elbows with your child at some point; then your youngster may be the one who is hurt.

Your home may be a good, steady, nice, and safe one. Your income may be enough so that your family need not be harried by worry. Your beliefs, your customs, your color, and your name may be ones that most people like. Like his own inborn nature, these factors also determine whether it will be simple for a youngster to get the things he needs for growing, or whether the cards will be stacked to make the job too hard.

Every parent works first of all with his child directly but we all have to see this other part to our job, too: That every youngster everywhere has the chance to get what he needs for growing.

#### **NOW LET'S GO ON . . .**

Let us look again at how we can help our own children—and how all children—get *that feeling of importance: I Can Do*.

Many children get their big boosts on the street and in the playing fields. This is one place where their real sense of know-how grows.

As always with children's play, we sometimes get impatient. We get most disturbed when the play takes over the house, too. This is the age when some youngsters keep snakes and others breed worms; when some think white mice are the best animals in the world and



others cut out every picture of a horse that they can find.

This adds up to mess and confusion and clutter. It gets on our nerves and we have an urge to sweep it all out and tidy up. This urge can be particularly strong when youngsters collect and then leave their things about. We say: "If they really cared about . . . (it may be their horse pictures or baseball stars or racing cars or planes)."

But children do care. They may not seem to at times but these hobbies and collections and enthusiasms are their way of giving themselves something that the other fellow does not have. They are specialists. And in being specialists—knowing a little bit more, talking sometimes too much for what they know—they build themselves up. We all have a great stake in that.

This age can get out of balance. If a youngster has had a good start to his life, the chances are that he will come through it fine. But if he started not too sure of himself, this age can throw him.

As the span nears its end, these boys and girls build an immense loyalty to each other. They do not seem, on the surface, to care much



for grown-ups' rules and regulations. Often they appear more sloppy, tardy, careless and "fresh" than they had been before. This can be a great let-down for you. The children seem to get worse instead of better.

But, balancing this, these youngsters are fans for their pals' laws and rules. Not for all the world will they go back on what their own little gang says is right. You see' under-obedience toward us; over-obedience toward their friends. It is a strange picture.

The children who find success in these years come back into balance. Their great loyalty to their own age serves a useful purpose for them. It becomes a practice time in law-abiding, in conforming, in fitting in. Families and schools and society get the benefit later on of the practice they have had.

The children who drift along, never knowing inside of them this important sense of industry, this sense of accomplishment, this sense of being skilled and informed, do not come back. Their gang loyalty, which otherwise could be so healthy, stays put. It never becomes a springboard for the bounce back to accepting rules. These youngsters are apt to stay where they are—chip on the shoulder, rule-breaking, anti-adult—even as they get older.

A feeling that there is something one is good at is the answer. A feeling of self-respect gives self-confidence: preparation for the next step.

If the youngster gets success, he grows. If school and home and club hold out on him and persuade him how dumb he is and how unable, he gets stuck and unhappy himself and becomes hard to live with.

## Two Poems

### Song of Life

There was a wordless song that sang within  
The confines of my heart by night, by day—  
Elusive, silvery as moonbeam spray,  
I heard the echoes drifting, shadow-thin,  
Nor knew the burden of the melody  
That sang across life's steady ebb and flow,  
While little feet ran lightly to and fro  
And chubby hands clung very close to me.  
Still sang the song above a bed of pain—  
I heard it when a childish prayer was said;  
In laughter and in sacrifice I read  
The meaning of the lyrical refrain,  
Though wordless still, at last I understood—  
It was the song of life . . . of motherhood. . . .

INEZ CLARK THORSON

### Yet Comes a Thought

I used to think when I was young  
That time could not be cruel,  
But wisdom crowns me now since I  
Have passed through life's hard school.  
  
My hair has lost its bronze-red sheen  
And furrows mark my brow—  
The things that once I treasured much  
Have lost their value now.  
  
Yet comes a thought to comfort me  
Down years as they depart . . .  
Far better wrinkles on my face  
Than wrinkles on my heart!



# INSURANCE

## —*And Your Family*

**T**HE PORTION OF the Sermon on the Mount in the latter part of the sixth chapter of Matthew dealing with the "birds of the air" and "the lilies of the field" is sometimes quoted by sincere Christians as scriptural authority for not needing or owning a life-insurance estate. They seem to believe that they need not make any provision for the morrow and that God will take care of them and their families—if they meet certain other spiritual requirements. It seems to me that in this biblical injunction God is directing us away from being overanxious, fretful, and worried about the morrow. A sound way to avoid this overanxiety is through the ownership of life insurance.

I firmly believe that God expects us to do our part with the available methods and means at hand before we ask him to support our widows and children.

To me the institution of life insurance is a God-given instrument, available to most of us to continue a portion of our incomes to our families if we die too early in life or, if we live too long, to make us financially independent when we are ready (or forced) to retire.

A man may rightfully ask himself what is his duty and obligation as a Christian layman and as an income producer in a family, regarding the building up, owning, and maintaining of a life-insurance estate for his family. If he prevails on an income-producing young lady to give up her business or professional career to marry him, then limits her time further to bring up his children, and then passes on prematurely leaving her with no visible means of support except probably the Social Security income; does he not have a definite moral responsibility to provide as well as he can for the minimum economic requirements of his family?

If the reader will agree to this premise, perhaps I may make some suggestions toward providing that

*Have you taken a good look at your insurance program lately? Here is some helpful advice on this important phase of your home's security, based on a sense of stewardship.*

**By F. H. Biederstedt**

*A prominent churchman and insurance executive in Syracuse, New York.*

—Bloom from Monkmeyer



I firmly believe that God expects us to do our part with the available methods at hand before we ask him to support our widows and children.



life-insurance estate. Just as a man consults a competent physician or attorney when he has a medical or legal problem, so it is advisable to consult a good life-insurance underwriter. Select one who is not interested just in selling you a policy, or a high-pressure artist. A competent life-insurance man will outline a personalized program for you and your family based on:

1. Your present life insurance holdings.
2. Social Security benefits—if any.
3. Any regular income from investments.
4. Your obligations or debts.
5. Family dependents.
6. Your economic outlook.

Based on these facts of your current situation, your needs for instance, and your reasonable savings ability as you see it, he will probably outline a plan to go as far as possible toward meeting the following needs:

1. A final expense fund for funeral expenses, medical and hospital bills, and administration costs.
2. Payment of obligations, bills, and bank debts.
3. A basic family income until the youngest child reaches age eighteen—the “period of acute dependency.”
4. An emergency fund working at interest and available for illnesses and accidents.
5. A minimum income to the widow after the children are over age eighteen, until she reaches age sixty-five, for during this period she receives no Social Security income.

6. An educational fund to aid the children in obtaining a higher education in college or elsewhere.
7. A lifetime income to the widow after reaching age sixty-five to supplement the income from Social Security.
8. A mortgage-cancellation policy.

Some families insist on giving the educational fund better priority nearer to the top of the list. Then the question must be faced as to which is more important, a bag of gold for educational purposes for the children, or food, shelter, and clothing for the family until the children are old enough to go to college or to work.

The above outline constitutes the essentials of an ideal program which, frankly speaking, few families are able to achieve, especially when they are young. That is where a qualified and sincere life-insurance man can be of great help with his knowledge of the business and of the various types of policies. To help you accomplish your desires he will probably recommend various types of policies all depending on the particular circumstances.

There are four main types of life insurance available for the usual family program. The selection will depend on various factors, mainly your insurance needs and your savings or premium-paying ability.

**Term Insurance** is usually written for a period of five or ten years and occasionally longer. It provides the greatest amount of *temporary* protection for the least outlay. It usually has a privilege of conversion to a permanent plan without a medical examination. Sometimes it may be renewed at a higher premium. But it seldom has any cash values. Therefore it may be compared to renting rather than owning the insurance property. In the long run it proves to be more expensive due to the lack of any cash values and also to the higher premium rates required when converting to a permanent plan, especially at the older ages.

**Ordinary Life** is the most popular plan of insurance purchased as it provides the greatest amount of *permanent* protection for the least amount of premiums paid. It has increasing cash values and, contrary to a common erroneous belief, this type of insurance may be used in your retirement program.

**Limited Payment Life**, as its name implies, becomes paid up after a stipulated length of time. Many people, especially the younger ones, object to the idea of paying premiums as long as they live. By paying a few dollars higher premium each year, they limit themselves to the payment of premiums for twenty or thirty years, or to age 65 at which time the policy becomes fully paid up for its face value.

**Endowment Policies** contain still more of the investment element, hence higher premiums. It not only limits the term of premium payments but also returns the face value of the policy to you as a living person either in cash or as monthly income for a limited period of time or for your lifetime. These

(Continued on page 28.)





By Vera Channels

*What can be done in the home about the widespread use of drugs by the youth of our country? There's no reason for panic in this problem but it is well to be aware of the dangers your child may face.*

# Facing the Drug Menace With Your Adolescents

Under normal conditions adolescence is full of doubts and uncertainties.



I USED TO THINK I had problems," a mother with five adolescents said, "but that was before I had adolescents. Now I know that little-child problems are nothing compared to adolescent problems."

Parents of adolescents have always worried about the growing independence of their children, about their attitudes toward life, their future vocations, their relation to the opposite sex, and their choice of a life partner. But today parents of adolescents have added worries. They are asking, "Why do adolescents use drugs? Is drug addiction growing? Will my child become a drug addict?"

The answers are not all pleasant but, when parents are taking preventive measures, the outlook is good.

Why do adolescents use drugs? It relieves some conflicts, for one thing. Adolescence is marked by continual conflict. These growing youngsters want to stay close to home and obey their parents but they also want to run with the crowd and defy their parents. They believe that life is good and wholesome but they know that war



is a reality and that soon they may be killing one another. They wish to go to school and perhaps continue in college to train for a life's work, but the fact remains that they will soon be drafted, anyway—so what's the use? They strongly desire to meet and have happy relationships with those of the opposite sex but they are afraid. As for the future, there remains that great responsibility of finding a life partner.

Under normal conditions adolescence is full of doubts and uncertainties. In our world today it seems almost futile to struggle. And so they turn to drugs—some of them. The shy and uncertain adolescent often turns into an outgoing, witty, friendly person under the influence of marihuana. He dares to be the person he wishes he were. Or, to impress the gang, he may try smoking a "reefer" hoping for social approval. Though the use of marihuana may not produce addiction, the same emotional needs may lead to the use of heroin which does eventually produce addiction. What starts as a spree may become the springboard to a life of despair.

Some adolescents turn to drugs to escape the rigors and frustrations of their lives, to give them confidence in making social contacts, to make up for the lack of emotional satisfaction.

Drug addiction among adolescents is growing. The total number of drug addicts in the United States today is estimated at 50,000. Of this group the percentage of adolescents dependent on drugs has multiplied greatly. Of the persons treated for drug addiction in 1946 at the Public Health Service at Lexington, Kentucky, only 3 per cent were minors. By 1950, 18 per cent of the patients were below twenty-one years of age—six times as many!

Junior and senior high school students are approached at school by stooges of organized crime rings who have recognized adolescents as prospective customers. Little stores or eating places located near the schools, often carry drugs for sale to school children. Someone tries to sell a "cigarette" to an



# FAT

By Don

—Photos

## As Dad Sees It

Caring for baby is simple—  
There's nothing to it at all.  
So take an hour off if you want it—  
Yes, take the whole day—take it all.

## As Son Sees It

Wonder where my mother is?  
She'd have my bottle ready,  
But Dad will learn, and this is fun—  
I hope he holds me steady.

## As Dad Sees It

Caring for baby is simple—  
But what do I do when he cries?  
I can't pick him up, so they tell me—  
He's breaking my heart with his eyes.

## As Son Sees It

Wonder where my mother is?  
Now, Dad, don't mind my weeping!  
It's just a habit that I have  
Before I start my sleeping.

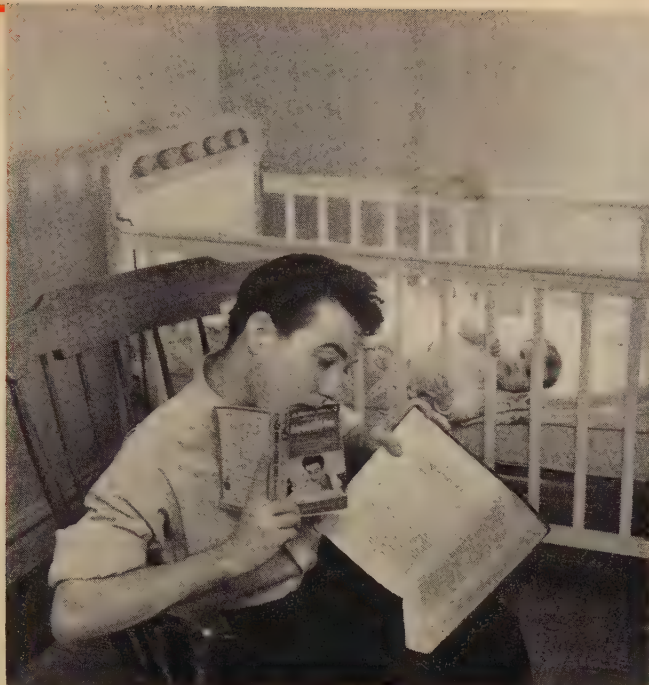




# R'S

maree

Lions



*As Dad Sees It*

Caring for baby is simple—  
These books should answer my need.  
But how do I get all my work done  
If I must just sit here and read?

## 3

*As Son Sees It*

Wonder where my mother is?  
And what's my daddy doing?  
I wish he'd look at me again  
And do some "peek-a-boo-ing."

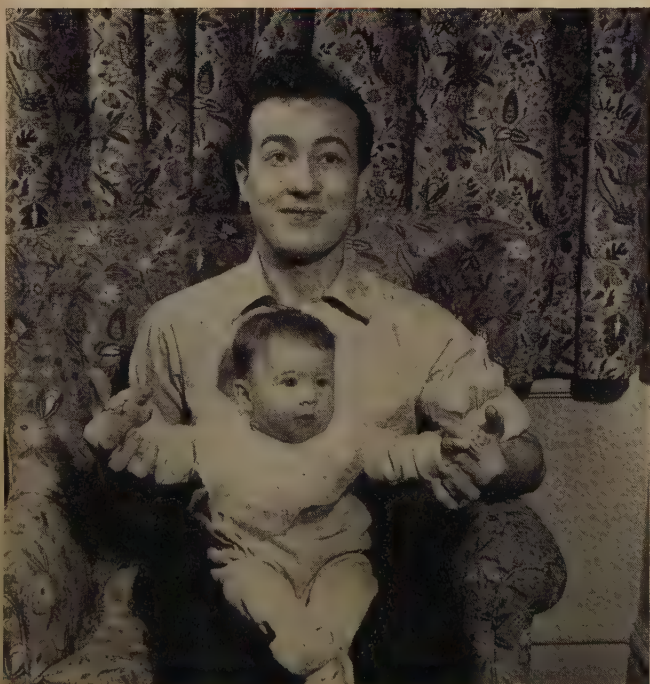
*As Dad Sees It*

Caring for baby is simple—  
And who could be prouder than I?  
It just takes a father to prove that  
It's simple if only you try.

*As Son Sees It*

Wonder where my mother is?  
My dad's a real swell "feller"!  
I wish my mother'd hurry home—  
We have so much to tell her!

## 4



unsuspecting child. Parties are no longer the naive, childlike affairs they once were.

Never before have adolescents grown up in such strenuous and disorganized times as they do today. Many of them have never known a world free from war and all of them now face the possibility of participating in another war. These factors, added to the normal strain of growing up, have increased the use of drugs by the young.

When you ask, "Will my child become a drug addict?" ask also, "Is my child growing up in an unfriendly, antagonistic, cold atmosphere? Is he getting the emotional satisfactions he needs and wants? Do we keep close enough to him to really know how he feels about things?"

Those who have studied the problem find that the drug addict usually has spent his early life without sufficient warmth and affection. His needs and wants were not fulfilled. He never had the close, warm comfort of a healthy, happy family relationship.

Helen was such a girl. Brought up as an adopted child in a family where the real daughter was older, smarter, prettier, and much preferred, Helen always had felt neglected and unwanted. She was conscious that she could never really belong to the family completely. As she grew to adolescence, she became awkward and ugly, uncertain of herself with others, always getting into trouble. When her mother died, she felt she had lost her last friend.

It was not surprising, then, that Helen took her first "reefer" a few weeks after her mother's death. Someone said, "Oh, come on, Helen. Be a good sport." And Helen thought, "What have I to lose?" And so it happened. To another adolescent, that might have been the first and last cigarette but, to Helen, the use of drugs fulfilled a need. She felt freer and more confident, the world looked rosy, she even felt prettier and smarter when she was under the influence of a drug. And so

(Continued on page 26.)



**T**UBBY WAS a stuffed panda. He was quite a small one, but very proud. In fact, Tubby was very, **VERY** proud. He was proud of his fine, soft coat. He was proud of his black, beady eyes. He was proud of his little red tongue. But most of all, he was proud of his beautiful blue ribbon. It was so big and "sticky-up" that sometimes it even tickled his ear.

Tubby could remember when he was still living in the big department store. He had been sitting on the counter with five other pandas, when all of a sudden he heard someone say, "I see **JUST** the one I want. His coat looks so soft, and his eyes are so black, and look how his little red tongue sticks out. And, **OH, MY!** What a beautiful blue ribbon he has around his neck!"

So now Tubby lived in a large playroom with Judy, and he knew she loved him and thought him very fine because she wanted him to be with her all the time. And Tubby went all sorts of places. He went riding in the car. He went to school, and shopping in the supermarket, **AND** he went visiting. Tubby liked to go visiting. It was fun to see inside so many houses, and sometimes there were good things to eat. But best of all, there was always someone to admire him. You remember, Tubby was very, **VERY** proud because he looked so fine.

And every night, when the other toys were put away in closets or on shelves, Judy would put Tubby right into her own bed, and he was very happy. There was just one thing that worried him. He was so afraid he might get dirty, or lose one of his black eyes, or his little red tongue. And he was dreadfully worried about his beautiful blue ribbon. He wanted always to look fine so that Judy would love him best of all.

Then, one day, **SOMETHING HAPPENED**. Judy took Tubby visiting and, when they got there, some children from next door and some more from around the corner were there, and they all decided to play hide-and-seek. It was very exciting. First, the children were awfully quiet behind a hedge or a big tree, and then all of a sudden they went dashing away, and all began screaming and laughing. It would have been a fine game if only Judy had not suddenly fallen down.

Poor Tubby! He felt himself sailing through the air, and the next thing he knew he was lying in some long grass. It was so long that he could not see the children at all. He could hear them looking for him, and he could hear Judy saying, "Oh, my poor little Tubby." And once, someone with pink socks came quite near, and someone's hand felt around in the long grass close by, but went away without finding him.

If only he could have called out! But he could not. Really, he was quite brave for such a small panda. He just lay there patiently waiting for someone to find him. But after awhile it began to grow dark, and the children gave up looking for him.

So Tubby lay there for a whole week. He knew Judy would be lonesome for him and he was very sad.

# The Proud Panda

By Ruth Hepburn Protheroe

The sun shone down, down on him, and his little red tongue began to fade. Once a puppy came along and looked at him curiously, and scratched at his eyes. Once a kitten came by and tried to play with him, and scratched holes in his fine fur coat. And **ONCE** it rained, and made him all sopping wet so that some of his stuffing came out where the kitten and scratched him, and spoiled his little fat arms and legs. But worst of all, it ruined his beautiful blue ribbon.

Then, one day, he heard someone coming. It was a little girl. She was just about the size of Judy, and she was walking through the tall grass talking to her doll. All of a sudden she saw Tubby. "Oh, goodness," she said, "someone has lost a dear little panda. Poor little panda," she added, and picked him up. Tubby knew that she was a nice little girl because she was so gentle with him.

Then she said something that made him especially happy. "I do believe this is Judy's panda. I remember she lost hers about a week ago."

So Marilyn (that was the little girl's name) began to hurry. She knew Judy would want to see Tubby right away. But, do you know what? Tubby did not want to go home. Tubby was not proud any more. His fine fur coat was dirty. His little red tongue was faded. His arms and legs were not fat any more, and his beautiful blue ribbon was all spoiled.

As they came nearer and nearer home, Tubby became more and more worried about what Judy would say when she saw him. And this is what she said. "Oh, Tubby. My poor little Tubby." And, "Oh **THANK** you, Marilyn."

The she took Tubby and hugged and hugged him. And next, she got her work box and mended the holes in his coat. And then she took a soft cloth and polished his black button eyes. And then she got a piece of blue ribbon and put it around his neck.

And **THEN** she said, "Tubby, your fine fur coat is dirty and patched. Your little black eyes are scratched. Your little red tongue is faded. Your arms and legs are not so fat, and your new blue ribbon is not so big and shiny. But do you know what? I think you are beautiful, and I love you best of all."

And that night Tubby lay in Judy's bed and he was very, **VERY** happy. He knew that just being fine to look at was not so important after all.



# RESOURCES FOR WORSHIP IN THE FAMILY

## with Young Children

### A WORD TO PARENTS

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *Secret Place*, you may find that some of them fit into the meditations in that booklet.

Or, if you and your child have quiet moments together, apart from the regular family worship, the poems, songs and other materials given here may help you share an experience of worship.

Some of the poems, songs and prayers suggested here are from the graded church school materials. If your church uses these materials, your child will have brought home the books or leaflets in which these poems and other materials appear. He will enjoy using these with you at home.

The worship resources given here are divided into three sections: (a) for the 3-year-olds, (b) for the 4- and 5-year-olds; (c) for the 6-, 7-, and 8-year-olds. Should your child want to make his own book of devotions, cut, or let your child cut, along the colored border of each small page. He may paste each of these pages into a loose-leaf or spiral notebook, or on sheets of paper of uniform size to be tied together.

*It is hoped that the materials on these pages will help you as you guide your child in worship experiences.*

To Use with Children Three Years Old . . .

### Theme for June:

## FOR THE BEAUTY OF THE EARTH

*He has made everything beautiful in its time.*

—ECCLESIASTES 3:11.

One of the first steps in Christian growth that a young child is able to make is appreciation for some of the wonders and beauty of God's world. Parents can help their three-year-old in several ways to take this step. First of all, take time, yourself, to appreciate and enjoy the beautiful things of nature which you find around you, such as the grass, trees, flowers, sky, clouds, sun, moon, and stars. Even some weeds are beautiful! As you enjoy such beauty, you will communicate some of your joy to your child, for he will be able to see that you like these things of beauty.

There will be times when you can talk to your child briefly about some of the wonders of God's world. That is, you may see a beautiful flower and you may want to comment on its lovely color and pretty-shaped petals. You may wish to smell it and mention its fragrance. After such an experience you might say simply, "I'm glad for beautiful flowers," or "I'm glad God planned for a world with beautiful flowers. They help to make us happy."

As you continually share such experiences with your three-year-old, both you and your child will grow in your ability to see and enjoy the beauty around you. This ability helps you to live a richer, fuller and happier life, which is what you want especially for your child, who now is only three.

—RNS





## To Use with Children Four and Five Years Old . . .

(Cut along the broken lines and paste each small page into your own book about God's love and care.)

### GOD MADE EVERYTHING

He has made everything beautiful in its time.  
—Ecclesiastes 3:11.

#### *God Made Everything*

God made the grass,  
He made the trees,  
He made the rain,  
He made the breeze,  
He made the birds,  
He made the bees—  
Yes, God made everything!

—PEARL NEILSON

#### *Prayer*

Dear God, I am glad you made such a beautiful world for us to enjoy. Amen.

### GOD'S BEAUTIFUL WORLD

He has made everything beautiful in its time.  
—Ecclesiastes 3:11.

#### *God's Beautiful World*

We thank thee for the shining sun,  
That makes the green things grow,  
We thank thee for the moon and stars,  
For clouds and bright rainbow.  
  
We thank thee for the hills and plains,  
For river, lake, and brook,  
For making so much loveliness  
Everywhere we look.

—HELEN YERKES

### GOD MADE ALL

He has made everything beautiful in its time.  
—Ecclesiastes 3:11.

#### *God Made All*

God, when you made flowers and trees  
I'm glad you thought of bumblebees,  
Toads, and lizards—Oh, the joy  
Such things can bring to a boy.

—CHRISTINA PULTZ ALTER

#### *Prayer*

Dear God, I am glad for all the flowers and  
pets and other creatures that help to make us  
happy. Amen.

### THINGS OF BEAUTY

He has made everything beautiful in its time.  
—Ecclesiastes 3:11.

#### *The Things I Like*

I like the birds  
That sing and fly,  
I like the grass,  
And blue, blue sky.

I like the sun,  
I like the shade,  
I like the world  
That God has made.

—FLORENCE PEDIGO JANSSON

#### *Prayer*

Thank you, God, for such a beautiful world  
and for all the beautiful things in it that help  
to make us glad. Amen.



To Use with Boys and Girls Six, Seven and Eight Years Old . . .

(Cut along the broken lines and paste each small page into your own book of devotions.)

**GOD MADE EVERYTHING**

He has made everything beautiful in its time.

—Ecclesiastes 3:11.

*God Made Everything*

God made the clouds, he made the rain,  
He made the valley and the plain,  
He made the flowers, he made the trees,  
He made the butterflies and bees.

He made the rivers, brooks, and lakes,  
How many, many things he makes!  
He made the birds that fly and sing,  
He made the world and everything.

—FLORENCE PEDIGO JANSSON

*Prayer*

We are glad, dear God, that you planned for  
a world that has so many beautiful and wonder-  
ful things in it. Thank you, God. Amen.

**THE BEAUTY OF DAYS**

He has made everything beautiful in its time.

—Ecclesiastes 3:11.

*Thank You for This Day*

Father, thank you for the sky,  
For the morning light,  
For the grass and trees and flowers  
That look gay and bright.

Thank you for the work we do,  
For the hours of play.  
Thank you, Father, for these things—  
Thank you for this day.

—HELEN HOWLAND PROMMEL

**SMALL THINGS ARE BEAUTIFUL**

He has made everything beautiful in its time.

—Ecclesiastes 3:11.

*For Small Wild Things*

For lacy ferns beside the pool's still edge;  
For mosses clinging to the rocky ledge;  
For flowers that bloom along the dusty road;  
For every caterpillar, bug, and toad;  
For every slowly moving little snail;  
For each gray squirrel that flirts his bushy tail;  
For birds that flash their many-colored wings—  
I give thee thanks, O God, for small wild things.

—MARJORIE ALLEN ANDERSON

**GOD'S LOVELY WORLD**

He has made everything beautiful in its time.

Ecclesiastes 3:11.

*When I Pray*

Sometimes I like to close my eyes  
Until my prayers are said.  
At other times I fold my hands  
And kneel beside my bed.

But there are times I look around  
To see the sunny day,  
The sky, the grass—God's lovely world  
And watch it as I pray.

—MARY BLAIR IMMEL



# How Does Christianity

*This is the last of a series of twelve monthly programs prepared by Idris and Betty Jones. It is possible that these will be collected in a book for permanent use. Would you like that?*



—Bob Taylor

Our Christian faith teaches the worth of every single individual.

THE TITLE for this last article in this series on “Building a Christian Home” is meant to be thought-provoking. If you have been trying sincerely to build a Christian home during these last months, you and your family have done some experimenting in many new technics. The methods which were suggested for the use of your family grew out of the Christian living of many families. Probably no one family has found every one useful. The principle underlying each suggestion, however, is applicable to every family situation. The work life, the play life, the handling of your money, the way you plan your living, your outreach into the community—all these can be carried on in accordance with Jesus’ teachings and with His way of life.

The technics and methods you use are unique within your own family. They are determined by your own personalities and experiences. As you have tried the ways suggested, as you have tried various ideas of your own, the pattern of your own family Christian living has been developing. We would ask seriously, therefore, “How *does* your Christian home grow?”

You wanted a Christian home so that the lives of all who lived there and all who came there might become Christian too. It is at home that children first develop the attitudes and convictions which influence all that they do. These they learn from the folks with whom they live intimately every day. Their attitudes toward themselves, their attitudes toward

other people, their attitudes toward the ways they spend their time and use the resources at their disposal—all are influenced by the ideals they have acquired at home.

After the very first years, outside influences also tend to shape the attitudes of children. More and more as they grow older, this impact is stronger. Their thinking, however, is still colored by the things that were important in their home and by the Christian ideals you instilled. If you can, in your home, point the way of Christ to your children and lead them to want to follow that way, you will indeed

—R.N.S.



This Chinese boy's attitudes toward others and toward the use of resources are influenced by his home. His family, though two of his brothers were killed by Japanese soldiers, gives support to the Japanese Christian University.



By Idris W. and Elizabeth N. Jones

# Our Home Grow?

—Clark and Clark



Give your children opportunities to practice true understanding by helping them to meet and know happily members of other nations and races.

have built a Christian home. That is why we ask the question: "How does your Christian home grow?"

*In your home do children, and adults as well, develop Christian attitudes toward themselves?* That may seem a strange question to ask, since the very essence of Christianity carries a sincere concern for others. Yet our Christian faith also teaches the worth of every single individual. As Paul points out (1 Cor. 3:16), "Do you not know that you are God's temple and that God's Spirit dwells in you?" One must recognize that fact and act accordingly. Does your Christian home help every member of your family to be his very best self? At the same time that you reject in your home the lewd, the coarse, the degrading influences, do you also add the best in literature, art, music, high standards of personal cleanliness, and clean speech? Is every member of your family given an opportunity to develop his mental and spiritual potentialities to the fullest? Is he secure in his own place within his own family?

On the news stands, for example, there are many

"comic books" for sale. Many of these contain stories and pictures of a degrading nature. A "teen-ager," following the example of some of his friends, may be influenced to take home a few of them. After all, he reasons, "everybody else reads them." In many homes, what he reads may be considered his own business. It actually may not affect directly the lives of any others. Yet in a Christian home there is no room for the kind of thing represented in "comics" of that type. You will seek to help him to see how the coarse speech and immoral suggestions in those stories will influence his mind and life for the worse. You will also want to go a step further and provide good reading, wholesome, clean fun, and constructive activities as an alternative. You will help him to set up a standard in his own mind for his own personal use. Thus your Christian home will influence his own attitude toward himself.

*In your home, do children, and adults as well, develop Christian attitudes toward other people?* Do you encourage sharing and fair play among the little



children? Do you make such attitudes fun and worth while? Are the members of your family challenged to help each other and to work together for the good of all?

What about their attitudes toward people of other races and creeds? You yourself may know the implications of the Christian concept of the human brotherhood of all men, but do your actions every day prove that acceptance to your children? Perhaps there are foreign students in your university town. Entertain them in your home, accepting them as treasured new friends. Give your children opportunities to practice true understanding themselves by helping them to meet and know happily members of other religions and races.

Molly heard her friends and the families of her friends speak disparagingly of Jewish character and customs. Molly's next-door neighbors, fortunately, were a Jewish family. Molly's mother exchanged recipes with the Jewish mother, at the same time chatting over a cup of tea about kosher regulations and their religious significance. Molly and the daugh-

ter from the Jewish home talked together about Christmas and Chanukah observances, with each one catching from the other something of the spirit underlying those religious customs. Molly was thus developing within her own home environment Christian attitudes toward Jewish folk because her own family led the way.

Help your family too to develop a deep concern for those less fortunate, a sincere appreciation for those who serve and help them, and a feeling of responsibility for those who need their help.

*In your home do children, and adults as well, develop Christian attitudes toward the stewardship of time and resources?* One of the points of dissension in many would-be Christian homes is the correct use of time. Grandparents may say, "Dancing and cards are sinful." Parents may say, "Dancing and cards are all right, but commercialized sports on Sunday are wrong." Children may wonder "Why is either bad?" Regardless of the relative merits of any such pursuits, the fact must be faced that  
(Continued on page 30.)

## STUDY GUIDE

**In Preparation.** This twelfth article on the Christian home is concerned primarily with the development of Christian attitudes in the family. "How does your Christian home grow?" is its theme.

In actual preparation for the meeting several arrangements should be made:

1. This program could begin with a fellowship period of informal singing. There are many songs learned at summer assemblies or family camps which could be included in this informal "sing," including some action songs for the family. A good pianist and a skilled song leader are valuable assets. Use them if you have them. With or without such leadership, however, enjoyment of singing together is more important than perfect renditions.

2. A well-planned, informal song fest can change in mood into an atmosphere of worship through a thoughtful selection of the songs. As this change is made, the worship service will find the group receptive to it and prepared through it for the rest of the meeting. In addition to hymns, scripture, and prayer, there are suitable poems about the home that could be included. *Hearthstone* has many of these. If you are saving your back issues (a wise thing to do) look through them for those selections that seem most suitable for your group. The extra thoughtfulness in the choice of the elements used in a worship service helps to make it a memorable one.

3. The preceding eleven articles have covered many areas of family life. Out

of them have come suggested experiences, we hope, that have helped in the development of Christian attitudes within the family. As you know of members in your group who have explored the various suggestions and have found them helpful, they might be asked to come prepared to tell how such experiences have helped to strengthen the development of Christian attitudes within the family.

4. Your group has probably formed a Hearthstone Fellowship in which this present series of articles has been used. If your group has not yet organized such a Hearthstone Fellowship, or similar study fellowship for parents, this meeting might well give part of its time to a serious consideration of the values in a continuing use of *Hearthstone*—not only for distribution to individual families, but also as a basis for parental discussion groups.

**The Session.** This session might well have four basic elements in it: (1) Fellowship through informal singing; (2) Worship; (3) Discussion; and (4) Planning for the future. After the informal singing and worship, the program could continue with a discussion based on the following elements:

1. The article, "How Does Your Christian Home Grow?" suggests three major areas in which Christian attitudes make a difference and in the creation of which the family has important influence. These are: (1) The individual's personal recognition of his own worth and responsibility as a Christian; (2) The

### WHEN CHILDREN COME WITH YOU

Plan to have a leader who may:

**Conduct a story hour.** Stories may be found in this magazine, in the primary and junior story papers, in books borrowed from the public library, the school or church library.

**Guide in making articles.** Children like to express their love through gifts. A gift might be made for Father on Father's Day. If not a gift, a greeting card would be appropriate. Suggestions for gifts and other things to make and do are found frequently in this magazine, the primary and junior story papers, and books from the library.

**Direct games.** Seasonal games are sometimes published in this magazine and in the story papers. Books of games may also be found in public libraries, books such as *Games for Boys and Girls*, by E. O. Harbin, and *Children's Games from Many Lands*, by Nina Millen, which include many types of games, suitable for all occasions.



attitudes of the family and its members toward other persons; and (3) The attitudes instilled and encouraged within the family toward the use of time, talents, and material resources (including money).

2. The article also suggests three types of practices that have a constructive influence on the development of Christian attitudes. These include: (1) An emphasis on the nature and importance of the Christian spirit and conduct; (2) The power of example; and (3) Specific opportunities to practice Christian attitudes and to experience the results of those attitudes. These three ways in which attitudes are influenced within the family should be discussed thoroughly by the group. Are all three of these emphases essential in the development of Christian attitudes? Could any one of them be left out and the desired result, Christian attitudes related to life, still be achieved? Individuals may wish to mention ways

in which they have succeeded in including all three elements in their family life.

3. In the preceding eleven sessions many areas of family life have been considered by the group. These include family worship, recreation, work projects, literature, community responsibility, financial stewardship, the family council, and the home-church relationships and resources. In many of these areas the families in the group were already experienced. To other areas, families may have been introduced through this series or through other articles in *Hearthstone*. As suggested in the preparation for this meeting, a helpful contribution to any discussion of Christian attitudes and their development could come from those members of your group who have put into practice suggestions from preceding articles or group discussions. Questions raised might include: (1) How practical has the suggestion proved to be in your home? (2) How

did you adapt it to your individual situation? (3) What changes in attitude came as a result of these experiences? (4) What suggestions do you have for making the practice or procedure more effective in other homes? In other words, if you were doing it again would you do it differently? If so, how?

4. If the organization of a Hearthstone Fellowship\* is to be considered in this session it should be done at the conclusion of the discussion on the session's theme. If such an organization, or similar organization, is already in force, the meeting should close with the prayer or benediction. Some groups also find that after the discussion a period of informal recreation and refreshments provides additional opportunity for enjoyable fellowship.

\*Assistance in setting up Hearthstone Fellowships may be had by writing to your director of Christian family life, whose name and address appears on the inside cover of this issue of *Hearthstone*.

BIBLEGRAM

By Hilda E. Allen

DIRECTIONS: Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, the filled pattern will contain a selected quotation from the Bible.

- A Vegetable that is good with gravy ----- 65 125 22 16 30 45
- B What England's Elizabeth is -- 111 20 104 13 123
- C Animal that is most like man -- 24 19 126 62 132 71
- D Put ashore on a desert island - 60 40 130 34 23 106
- E To mimic, or ape ----- 18 72 85 36 59 1 47
- F Amount of money coming in -- 124 10 17 107 96 54
- G Full supply; abundance ----- 77 103 129 86 43 32
- H Sweet one ----- 31 120 101 25 115
- I Wild animal, a lynx ----- 48 28 51 42 80 9 5
- J To surround with armed forces 12 61 27 97 63 87 8
- K Eight-armed creature of the sea 6 81 55 38 93 2 29
- L The reason or purpose for some action ----- 121 50 37 113 128 99
- M Carelessly or slovenly dressed - 102 89 39 119 73
- N Drop from sight ----- 53 26 109 122 98 44
- O This present night ----- 75 95 4 110 14 49 67

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140

Solution on page 26.

- P Something that cannot be explained ----- 7 92 46 88 68 3 57
- Q Risk, or peril ----- 84 69 58 116 64 15
- R Sharpened, as a razor ----- 91 127 35 117 11
- S Man who drives a dog sled -- 131 112 21 56 76 41
- T Narrow water passageway connecting two large bodies of water ----- 66 118 83 79 108 90
- U Rested in an upright position - 74 105 52 82 70
- V Stuffing for an old-time mattress ----- 78 114 94 100 33



## Facing the Drug Menace

(Continued from page 17.)

she continued because her life was highly unsatisfactory to her.

The experts agree that a person with a normal background, with loving and contented parents who permit him to grow naturally, will rarely become a drug addict. The best insurance against drug addiction, then, is a happy family atmosphere where father and mother love each other and all of the children individually for what they are, where each is loved and respected as a person and permitted to grow in his own way.

Of course, it is possible that a well-adjusted youngster might experiment with drugs temporarily. But he probably will not continue their use to the point of addiction.

On the positive side, try to continue your friendship with your

growing boys and girls. Be open-minded with your adolescents. Try to maintain a close, interested relationship, giving a little here, bearing down a little somewhere else. When you are friendly and genuinely interested, they will be willing to learn from you, and you may even learn from them.

Keep your sense of humor. Some situations in adolescence can be mighty frustrating—and amusing. When parents and children can laugh together, a good relationship is close at hand.

Talk things over. Maintain an experimental point of view. Instead of giving a definite, dominating, "Yes" or "No," say, "Well, now, I wonder. If you do this, what would be the reaction? Or, if you do that, what would happen?" When you can become objective and lead your child into an objective view, both of you are able to think more clearly and are

much less likely to "blow up."

Try to help your adolescent feel that you are in this together. Let him know that you stand ready to back him up when he needs you but that you are ready to withdraw when he does not need you.

All of the factors that lead to a satisfying home life are leading your child away from drug addiction. When you cuddle your baby in your arms, or build a garage of blocks with your preschool child, or go hiking with your nine-year-old, you are taking measures to prevent drug addiction. And better still, you are building a happy family life.

Do adolescents need drugs? No, they do not. What they need is warmth and security, a feeling of belonging, a chance to grow in their own way, and a word of encouragement. Then that special "lift" will come because they are happy and self-confident.

## The Vacation

(Continued from page 6.)

"I'll tell you, True," Sharp said, "we'll make it \$100 above your car repairs. But that's the top. Take it or leave it." He put on his hat.

That settled it for Jim. That and remembering suddenly what Helen had said at breakfast about being a Christian. It was clear enough now. How could he have been so blind! "Mr. Morgan," he said, "may I have an hour off to go home?"

"Yes," Morgan said, looking puzzled.

"I won't give you an hour to decide," Sharp said bluntly. "You've got to decide now."

"I've already decided. I'm going home to tell Helen my answer. It is 'no.'"

Jim opened their front door quietly thirty minutes later. Little Joe ran to him, and Jim picked him up and kissed him and held him over his head a moment; then he put him in a stiff-backed chair. "Where's Mommy?" he asked.

"She's phoning, but she's been crying all morning, Daddy."

"That's why I came home, Joe—to ask her to forgive me."

He rushed into the living room just as Helen hung up the receiver, tears running down her face.

Presently they were in each other's arms.

"Will you forgive me, honey?" Jim asked.

"We're going to have the vacation," Helen said. Then she kissed Jim's lips and stepped back.

"You'll have to feed this to me a little at a time, honey. I don't seem to get it," Jim said.

"That was Mr. Morgan, dear. He told me what you did. He said he wanted to see what you would do. And when you said 'no,' he decided you were the man to be his new chief mechanic. The last one wasn't honest. You'll get a raise of \$100 a month. And I almost forgot. He said the repairs on the car would be only \$100 for parts and you'll have four months to pay it."

Jim felt his eyes smarting. He slumped down on the davenport, pulling Helen down on one side of him and Joe on the other. A delightful peace flowed through him. Turning to the little boy, he said, "Joe, we're going to have a great vacation. Maybe the best one we'll ever have. But you and I have got to do a lot of the work around camp, so your mommy will have time to fish and swim, too."

"Aw, Daddy. Why?"

"Because no one has done as much as your mommy to deserve this vacation—or to get it."

## BIBLEGRAM SOLUTION

(Continued from page 11.)

SOLUTION: "Turn to me and be gracious to me, as is thy wont toward those who love thy name. Keep steady my steps according to thy promise, and let no iniquity get dominion over me." (Psalm 119:132-133)

### The Words

A Potato	L Motive
B Queen	M Dowdy
C Monkey	N Vanish
D Maroon	O Tonight
E Imitate	P Mystery
F Income	Q Danger
G Plenty	R Honed
H Honey	S Musher
I Wildcat	T Strait
J Besiege	U Stood
K Octopus	V Straw

### Elements

How long our home will remain  
Standing remains to be seen,  
With the children indoors, the  
weather out  
And termites in between!

THOMAS USK



# Vacation Time Is Here!

By Louise Price Bell

**A**RE YOU ONE of the mothers who dread to have school close for the season? You dread the hubbub, the mixture of kids and tadpoles, dolls, dress-up duds, the small fry under foot? Those things are inevitable in homes where there are children, and the first few days after school is out will seem pretty hectic. But after that, if you think through on the summer ahead, everything can be running along as smoothly as oil.

You may not agree with me, but I think that the children should be allowed to sleep late and do almost what they please during the first week of vacation. They have been regimented during a long school year, they like the feeling of freedom and if they have it for a seven- or eight-day period, you will be surprised to see how restless they become.

Everyone in the home today should have a part in its upkeep, even though that part may be very small. It gives any child a feeling of belonging when he or she is responsible for sweeping porches, emptying trash, dusting, or whatever tasks mother may feel are best suited to the age and ability of the child.

Vacation time is the best time of all for little girls to learn home-making tasks such as cooking or sewing. If boys are mechanically inclined, Dad may find time during long summer evenings to guide their plans and help them get a good start on whatever project they may have in mind.

When there are several children in the family, vacation time is an

excellent one for mother to turn some of the responsibilities of taking care of the younger children over to the older ones. By responsibilities I mean just that, for then if taking care of the younger ones becomes a burden, the companionship between them loses its value and becomes a chore, a state of affairs every parent hopes to avoid. For instance if eleven-year-old Susan is a good reader, why not suggest to her that since her small brother adores a story at nap time and before he is tucked in for the night, you are going to let her take over that duty.

Remember to plan fun fests during vacation, as a part of the family routine. Picnics, where hamperers are piled in the family car and every member, attired in easily laundered duds, has a part in deciding upon the objective as well as the food, are well worth the efforts. Trips to museums, zoos, the

park, excursions that all the family can enjoy, should be an integral part of summer vacation if the children are to enjoy it. In some homes, and for various reasons, it isn't always possible to take trips, but that doesn't mean that the family can't have fun and picnics right at home. Serving the meals on an open porch, or under the apple tree, will seem like something special to the children, yet is very little extra work if simple meals are planned, and the youngsters help set and clear the table. There is nothing like such a plan to speed up getting a lawn mowed, a closet cleaned, or a kitchen floor swept! Vacation time can and should be a period during which everyone in the home works and plays together so that when school opens in the fall, everyone will break up the summer routine with a bit of wistfulness because vacation has been such fun!

—Cleanliness Bureau



Everyone in the home today should have a part in its upkeep



## Insurance and the Family

(Continued from page 14.)

policies may be written to mature at any age desired. The Twenty-Year Endowment Plan is well known and often purchased but in many cases it proves to be the black sheep in an otherwise well-planned insurance program because of the high premiums.

Then there is a combination of Term Insurance for ten, fifteen, or twenty years with a certain amount of permanent insurance—usually Ordinary Life—to provide large protection values during the period when the children are growing up. These are called Family Income Policies. A similar plan may be used to liquidate the mortgage on a home.

The question is often asked as to what percentage of income should be set aside for life insurance. The opinions differ widely even with the experts. This writer does not recommend any fixed percentage although he believes that ten per cent is a good place to start.

There is also the brighter and more optimistic side of life insurance. This is where the father may not die too soon, but may live too long. In these cases the cash values of any forms of permanent insurance at the age of retirement will give greater financial independence to make the sunset days of the family more secure.

When should a young man start to build his life insurance program? The earlier in life the better. The premium payments are lower and he can select a more advantageous type of policy with little increased cost. Of utmost importance is the fact that no man ever knows when, due to some physical impairment, the gates may be shut to him forever for the purchase of life insurance. The time we need life insurance the most is when it is impossible to buy it.

One of the first policies which I bought many years ago at the age of 21 was a \$2000 endowment policy payable at age 65. My net premium with the dividend deducted for the current year is \$33.90. However, the increase this year in the cash value or equity value is \$64. That is \$30.10 more than I pay in and I have the \$2000 protection also. I call that a good investment.

We have touched on only some of the basic aspects of personal or family life insurance. There are, of course, many more uses of life insurance—to cover business debts, for estate shrinkage, and for various forms of business ownerships, and so forth.

Some thoughtless people feel that insurance is a form of gambling. To me it is just the opposite as it eliminates the gamble. If I do not provide for my family's future, I am gambling with their happiness and security. When I provide for that future and my own as best I can through the medium of life insurance, I am eliminating the gamble and making the future more secure.

This Is the Way We Did It . . .

# From Play



# to Prayer

By Richard L. James

It was the last day of vacation church school. The children had been included from nursery through junior departments. It had been running all week from 9:00 until 11:30 A.M. For the closing session, a note had been sent to all mothers inviting them to prepare lunch for themselves and children and be on hand at the appointed hour for a picnic in the "dell" adjoining the church.

When classes were dismissed, children ran to their mothers and in no time lunches were being spread on the tables, ground and church steps. The groupings were no longer according to classes, but by families and friends.

At this point the director of the school had planned for the minister to lead in prayer for the meal. Some already had begun eating; others still were playing.

The group consisted of 89 children, 31 mothers and 21 church school helpers. How could we make a prayer mean anything like it should under such conditions?

It was at this point that family habits came to the rescue. Remembering the practice at his own table when children were present and believing the habit widespread, the minister called the group together to join hands. This stopped the eating and playing.

When they were thus assembled, the minister said,

"Now let us all say the grace which we have used at one time or another. Let us bow our heads and say together,

'God is great and God is good,  
And we thank Him for this food.'"

The response which children and parents made to this request was unusually good.

## Sink Sonnets



## Scrambled Legs

Three little girls asleep in my bed,

Margy and Nancy and Megs,

But I can't outline a single tow head,

For a dozen arms and legs!

FRANCES BROWN



# Summer Joys

By Loie Brandom

**S**CHOOL IS OUT for the summer! You, Mother, have four lively youngsters to be entertained. Perhaps you can count on only two weeks at the most at the beach, in the mountains, or on an automobile trip. How do you propose to keep these youngsters occupied and amused for the rest of the vacation period?



There can be informal yard parties, hiking or bicycle trips to various places of interest, and hobby hunting. In between the play times can be sandwiched a few constructive hours of learning, such as piano practice, the reading of some good literature, and the production of a few one-act plays with the help of the pals and playmates of your own children. Encourage them to write and produce their own material, crude though it may be.

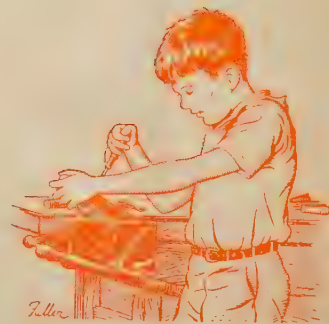
"Perhaps!" you mumble to yourself. "But what is new or original about that? Haven't children before this amused themselves with similar summer activities?" The answer may be "Yes," but the novelty comes in the newness that must and can be injected into the old routines—new games to be played at the yard parties; new and more interesting objectives for the hiking and bicycling trips; different hobbies for a change; mod-

ern music, or the study of a different instrument; new books and modern plays; new ways of doing old stunts.

"How can this be accomplished with children of different ages?" you ask. It is not simple, but with planning it can be accomplished. If several mothers in a neighborhood cooperate, it can become quite a worthy undertaking in which the mothers as well as the children will get better acquainted.

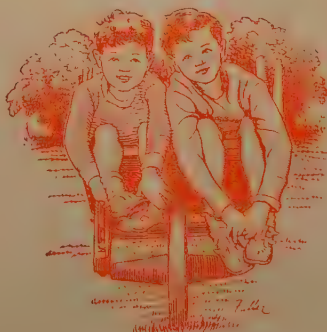
As an illustration enlist the neighborhood mothers in a project to visit interesting places. Have your children ever been to a candy factory to see how striped candy canes are made? Have they ever been through a soft-drink bottling works, or a canning plant, or a toy factory? Many of the schools take classes to the museums and art galleries, but how many children have ever seen a circus unloaded before sunrise on a summer morning? Are you the sort of parent who thinks sleep is more important than thrills of this kind? Let the children enjoy these novel experiences. They can take their naps in the afternoon.

Hobbies are the real interest holders. Let each child have a different hobby so there will be no conflict, but encourage them to help each other when the opportunity



occurs. The collecting of sea shells, tree leaves, stamps, different kinds of woods and rocks, marbles and such items, are new to each generation. It may be true that you made similar collections in your youth, but they will be as new and as completely fascinating to your children as they were to you in the past. Help them to get books from the library telling the stories of famous collectors. They will be interested to read about how one man put his two sons through college by selling his collection of butterflies to museums; and how others, through the interest that began as hobbies, later made profitable businesses from the knowledge gained in this way.

As for the plays, do not try anything too ambitious. But if you can steer the youngsters away from the gun-toting, "Bang, bang, you're dead!" type of play, you will have achieved a victory right there. Plays with historical backgrounds are good. String a curtain on a wire between two trees or, on stormy days, across the garage, in the attic or playroom. Read a short story, or let one of the older children read it to the others. Then let each child choose the character from the story that he wants to be. Then read the story again so each can remember the part he is





to play. Using their own words and putting in the action as they think it should be, they act out the story for themselves.

Backyard play equipment is nice to have and the children will probably enjoy making much of it for themselves. A sandbox is not too difficult for the older children to make for the younger ones. Beanbags can be made and used in a number of different games. Light ropes can be used in various ways for jumping, for swings, for tug-of-war, or tied up between trees for badminton games, or toy-balloon warfare. Backboards and hoops for basketball practice are not too difficult for older children to construct. A miniature fishpond may be made by filling an old dishpan with water. Bent pins fastened on strings tied to sticks may be used to catch bobbing corks in-



to which staples have been pushed. These provide hours of amusement for the youngsters.

Bells have many uses. One can be hung from the limb of a tree as a target for a softball. Each time the bell rings, five points are scored by the thrower. A bell can also be used in the game of "blind bell." All players are blindfolded except one who carries the bell and must

keep ringing it while the others try to catch him.

Wooden hoops also come in for their share of play equipment as do many other inexpensive articles.

If you have a garden and raise your own vegetables, the children will have hours of fun making objects from the vegetables. Little round, red radishes make charming necklaces, ear bobs, and bracelets. Potatoes and sticks make pigs. Carrots and turnips can be painted to resemble tall, slender, or round, fat, boys' faces. The children will even enjoy having and caring for little gardens of their own.

These are merely suggestions that may be worked out in various ways by ingenious mothers who have the welfare of their children, as well as their own peace of mind to consider during the long days of a summer vacation.

## How Does Your Christian Home Grow?

*(Continued from page 24.)*

Christianity is not a "Thou shalt not" religion primarily. Time after time, Jesus said, "But I say unto you"—"love," "do," "obey my commandments." Christianity is a positive religion. In helping your family, therefore, to develop Christian attitudes you will help them to seek positive standards for judging their actions.

Nine-year-old John and his friends wanted to go to a professional basketball game on Sunday afternoon. In their community, Sunday basketball is an established and accepted custom. It is a clean, competitive sport. John's parents felt that there was nothing wrong in the sport itself, but they were strongly opposed to supporting a commercialized activity on Sunday. They might have said simply, "No." That, however, would have given John no positive basis for judging future Sunday activities. They did two things. With John, they "searched the scriptures." They read in Mark (2:27) that Jesus said "The sabbath was made for man, not man for the sabbath." They discussed how a commercialized sport meant that many people had to work on Sunday, a day meant for rest and spiritual recreation. They discussed activities that would contribute instead to an enjoyment of Sunday by all people. Finally, they planned together for specific ways that they as a family might observe Sunday happily. Nine-year-old John, of course, did not easily relinquish his desire to attend the game, but a founda-

tion was laid for future decisions. Gradually, he realized that his parents' attitudes were sincere, positive convictions by which they lived, and that these convictions were based on their interpretations of Jesus' teachings. As he grows older, John may make different decisions because of differing circumstances and customs, but he will still have positive Christian attitudes toward his stewardship of time.

Your child can develop the same attitudes in regard to the value of secular organizations he may some day be asked to support. He will judge them in the light of Christian standards. He will also learn at home to support wholeheartedly the church which is the organization designed to further Jesus' way of life. He will develop Christian attitudes toward the stewardship of money, feeling a sense of concern and responsibility for giving his tithes and offerings.

It is, therefore, exceedingly important that your home help your family to develop Christian attitudes and standards toward self, toward others, and toward the use of time and resources. Three things can be of help to you:

1. By conversation, the reading of Jesus' teachings in the Bible, and by prayer determine together true Christian standards.
2. By your own actions, set your family an example in living by your convictions.
3. Give your family many specific opportunities to develop their own attitudes, and to experience happily the results of those attitudes.

May God guide you and bless you as you work together to make your Christian home grow!



# Family Counselor



*From boyhood onward, the usual male always aspires to be a "big shot" or a he-man. With juvenile poor judgment, he picks up whatever traits he sees advertised, but often these are really kid stuff and symptoms of cowardice. It is time American youth were given a real rating scale for he-man characteristics.*

When our oldest son, George, was 9½ years of age, we were visiting his grandparents at Fort Wayne and working on a trailer on which to haul his Shetland pony to the farm.

Several men from the neighborhood were standing around giving suggestions or generously lending a hand.

They chewed tobacco and smoked. Some of them finally got to bragging about how they could hold their liquor. Almost every other sentence contained an oath. The only thing they omitted was the telling of dirty stories.

Their profanity was so trite and repeated so excessively that we grew bored. I winked at George and he smiled back, understandingly.

For he already knew enough applied psychology to understand the show-off behavior of little men who want to appear big.

He knew that the test of real manhood was not profanity or risqué stories, the ability to gulp whiskey, or spit chewing-tobacco juice into a dog's eye.

These men obviously wanted to be well thought of by their companions, for social esteem is a fundamental hunger of all mankind.

But they were ignorant souls who mistook oaths and liquor, chewing tobacco and pipes, for real symbols of a he-man.

## MARKS OF A HE-MAN

In this modern age, the real marks of virility begin, first of all, with horse sense. A dumb ox has more strength than half a dozen men, but he has no particular brains. So brains distinguish men from baboons or dumb oxen.

A real man, moreover, is not an ape for the cigarette ads or the liquor signboards. He doesn't have a timid personality which makes him spout oaths as a means of trying to kid his associates into thinking he is as bold as a lion.

For a man who is brave and self-possessed doesn't have to keep whistling in the dark, so to speak, to kid himself along. The loud-mouthed fellow is usually a coward.

"A bearcat exterior usually covers a housecat interior," is a common axiom of applied psychology to describe the supposed tough guy.

## TEST OF GUMPTION

Intelligence is defined as the ability to meet successfully the problems of life. Many supposedly brilliant college graduates can't always pass this practical test, for it involves gumption.

For instance, one of the first problems of life is earning a living. I said EARNING a living, not begging or stealing or coaxing fat allowance checks from papa.

The next test of practical adult intelligence is in winning a mate. Those who fail to mature emotionally, cannot meet this criterion. They go throughout life as mollycoddles or "mamma's boys." Or they are so selfish and egotistical they cannot win a sweetheart.

A corollary of the above law states that you must hold your mate after you have won him or her. A romantic moon and exuberant physical charm or sex energy may help a dumbbell win a mate,

but it takes brains to hold him till the golden wedding anniversary.

A third test of adulthood is the ability to rear a family successfully. This doesn't require too much money but it certainly takes brains.

If you can educate your children so they are self-reliant, so they are moral, so they can earn their own way, and so they are discriminating voters, you deserve several gold stars, even if you yourself never graduated from grammar school.

## CAN YOU SAVE MONEY?

Another test of practical adult intelligence is the ability to operate your household on a budget.

If you make only \$10 per week and save but a dime of it, you are smarter than the \$100 per week man who is broke before next pay day and must "bum" a cigarette, or borrow carfare to the office.

Ambition is also a requisite of the he-man. It demands that a fellow conquer his own laziness until he can improve his vocabulary and study to merit a better job.

Courage is also required to make him stand up and make a speech, or lead a Sunday church school class, or take a house-to-house sales job.

Cowards can spout oaths and chew tobacco, swill down their liquor and talk big, but these are sissy traits of little men, whistling in the dark to reassure themselves.

*(Always write to Dr. Crane in care of this magazine, enclosing a long 3¢ stamped, addressed envelope and a dime, when you send for one of his psychological charts.)*





# Over the Back Fence

## **The Dangerous Days Are Here**

That is to say—Summer is here again. Summer days are indeed the most dangerous days of the year. To be aware of that fact is to begin to change the picture.

Summer days are the most dangerous days on the highways of our country. More people are traveling some place in particular, or are just "on the go." Speed is involved to a greater degree in the summer than in any other season. Records show that three-fourths of all fatal accidents on the highway come in clear weather on dry roads. Such conditions are more typical of the summer season than any other.

Therefore, it is well for most of us to take more care of our driving in the summer. When you go on vacation and plan a long trip, take it in as easy stages as possible. It is *much* better to be safe than sorry.

Summer is also a more dangerous time for boys and girls and young people. School is out, and our modern living conditions provide little to occupy the time of young people creatively and helpfully. They have much idle time on their hands and for that reason the curve of juvenile delinquency begins to creep up. Parents cannot now depend on school-teachers to keep Mary and Johnny busy with home work when they are not in school. So fathers and mothers will need to give more thought to guiding the activities of their boys and girls. It is at this point that *Hearthstone* can be of service to parents. Every summer issue will bring suggestions on helping young people find the activities that will be most wholesome and helpful. Keep a file of your old copies and go through them for something that will answer that old refrain, "Mother, what shall I do, now?"

Summer is also the season for the highest incidence of polio infection. It is a time to watch carefully

that children do not get overtired or overheated, and to oversee their swimming habits carefully.

If all of us will be more careful and considerate we can make this summer season a happy one without any remorse or regret.

## **Send Them to Vacation School**

Your church is probably having or participating in a Vacation Church School some time during the summer. If so, be sure to enroll your children for this additional period of Christian education. Still better, why not volunteer your services to help to conduct the school? More helpers are usually needed and it is only fair for you to take your turn in sharing the responsibilities since you profit by the privileges.

Every Christian leader knows that a good job of Christian education cannot be done in the limited time available on Sundays. It is quite definitely a demonstrated fact that more can be achieved during vacation church school than can be done through the rest of the year on Sundays.

If by some chance your church is not yet making use of vacation days for this program perhaps you and a few of your friends can be instrumental in persuading the proper leaders that a school should be established. It will be a great thing for your children and the children of your church.

## **Welcome, Mrs. McKittrick!**

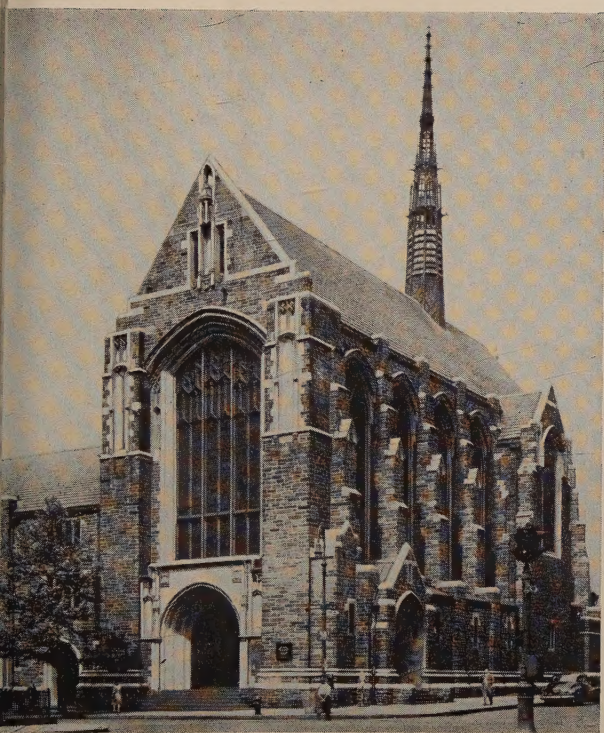
Beginning with the July issue you will be seeing a new name on the masthead of *Hearthstone*. Our new assistant editor, already at work on that number, is Mrs. Meredith McKittrick. She is a native of Los Angeles, California, and is making her home now in St. Louis while her husband, James E. McKittrick, is taking his medical internship at Barnes Hospital. She is a graduate of Smith College. While it's pretty difficult for a Californian to "come down" to Missouri, we hope she likes it well enough here to stay a long time!



**Small  
Churches**

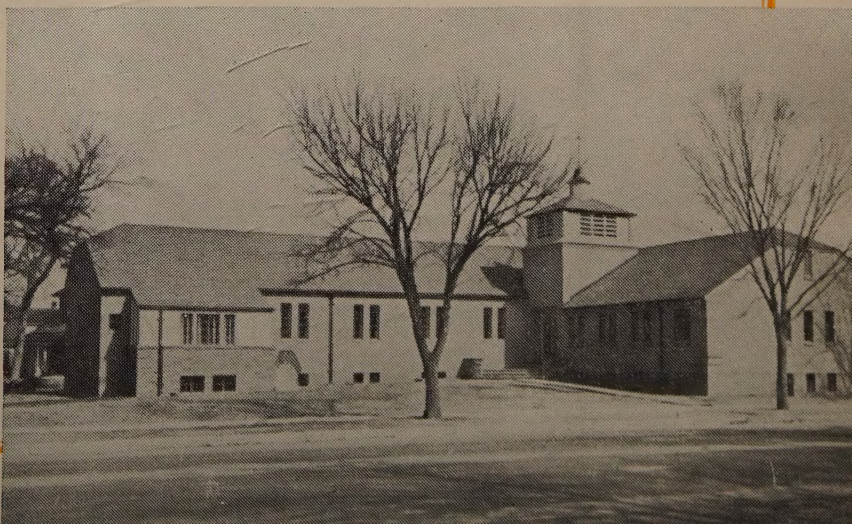


**Large**



**Churches**

**Middle-Sized  
Churches**



**ALL CHURCHES  
NEED**

**Hearthstone**

**To Help Their Program  
of Christian Education  
in the Family**

**Put It in Every Home!**



# Gifts for Graduates



## Bibles and Testaments

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